

**WRITING-I**  
(SECONDARY)

**ESSENTIAL UNIT 5 (E05)**

(Persuasive Writing)  
(July 2007)

**Unit Statement:**

In this unit the student will use the writing process to practice persuasive writing. The characteristics and purposes of persuasive writing will be identified including the establishment and building of an argument. The student will continue to develop his use of the writing process by writing persuasive essays and will have the opportunity to work on her debating skills through in-class debates.

**Essential Outcomes:** (assessed for mastery)

1. The Student **Will** analyze the purpose and characteristics of persuasive writing.
2. **TSW** analyze the strategies used in persuasive writing. (avoiding logical errors, emotional appeal, logical appeal, supporting positions adequately)
3. **TSW** take a position on a controversial issue and use specific reasons to defend the position.
4. **TSW** assess and reflect on the positions of his classmates through written response.
5. **TSW** compose at least two persuasive essays using the writing process (defined as prewriting, writing, revising, editing, and publishing) that lead to a final product.
6. **TSW** hold an in-class debate where they will defend or argue against an issue that they feel has an impact on them using the skills learned in this section.

**Practiced/Ongoing Skills:**

1. **TSW** follow writing conventions and understand the six traits that go into writing.
2. **TSW** will thoughtfully assess his/her own work and the work of others in the class based on the six traits of writing.
3. **TSW** will continue to read with a critical eye, paying attention to the texts and what makes them important to the work at hand.
4. **TSW** develop and use vocabulary building strategies.
5. **TSW** continue to be aware of and consistently practice good mechanics in their writing.
6. **TSW** continue to write using the skills that have been developed in the previous units (sentence variety, strong word choice, vivid examples, paragraph development)

**Suggested Materials:**

- WS: pp. 201 – 253 (Persuasive Writing)  
PR: pp. 496 – 511 (Argument and Persuasion)  
PR: pp. 524 – 573 (at least two reading selections from this section)

**Suggested Strategies and Assessments:**

1. Maintain a writing journal of activities and prewriting that could be developed into persuasive essays. (TSW 1-5)
2. Have students prepare PowerPoint presentations that discuss their feelings and take a stand on an issue they strongly believe in. (TSW 3-4)

**Assessment Rubric**

Please refer to the Persuasive Writing Rubric on page 234-235 of WS Grade 9 for writing assessment purposes. For grading purposes: A=5/6 B=4 P=3,2,1. A student must earn a 4 or above in each trait for the paper/s to be accepted. Students are expected to revise until they have received a 4 or higher in each trait. Students should be encouraged, though they are not required, to revise until they receive a 5/6. A student may receive a D (deficient) if they have not made a reasonable effort to attain mastery.

***RUBRIC FOUND ON PAGES 234-235 OF WRITE SOURCE***